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| 105 minutes | |  |
|  | Math Learning Goals  Participants will:   * practice/enhance their descriptive feedback through examination of student work * deepen their understanding of fraction meanings | Materials   * posted agenda and session goals * continue list of instructional strategies used |
|  | Video Clip  - hand out worksheet on Feedback  - as participants watch the following video clips, they can characterize the types of feedback from the various judges  - from Dancing With The Stars <http://www.youtube.com/watch?v=dXTCGKkpWmU>  - from American Idol <http://www.youtube.com/watch?v=KXOkNOoVFJM>  Individual – Small Group – Whole Group  Individually participants can jot down their ideas while watching video clips. Then share in small group. Then large group share with these guiding questions:  Is there any overlap among the types of feedback? How? Where?  Are certain types of feedback “better” than others? How? Why?  Are certain types of feedback more appropriate for certain types of tasks? Why? | Materials   * computer, projector * ppt of session * video clips from YouTube * worksheet on Feedback |
| Minds On… |
| **Dancing With the Stars**  20 min. |
|  | Pairs 🡪 Write descriptive feedback for student samples (30 min.)  - participants can group themselves by question number and then work in pairs on 2 or 3 samples  - cut and paste sample in middle of piece of chart paper  - write in 4 colours:   * + What the student knows (green)   + What knowledge/understanding seems fragile (orange)   + What questions you may ask the student to expose and evoke thinking (blue)   + What a descriptive feedback comment may look like on the student work based on the above thinking (black)   Small Group 🡪 Share (20 min.)  - participants can then share their descriptive feedback within the group of those working with the same question  - post chart paper or spread on tables  Whole Group 🡪 Gallery Walk (10 min.)  -participants can look at chart paper from other questions  Whole Group 🡪 Share, discuss (15 min.)  - large group share could focus on:   * Any insight from the task that you just did that you would like to share with the whole group? * How is this like something you have used in the classroom? particularly in relation to misconceptions with fraction concepts?   - hand out “Ten Ways to Assess Without Putting a Mark on Paper”. Take just a few minutes to describe this resource. It is really just a take away. | Materials   * student samples made up into 5 packages – 1 for each question * chart paper * markers in 4 colours – green, orange, blue, black * tape * scissors * handout on “Ten Ways…” |
| Action! |
| **Student Samples**  75 min. |
|  | Take a minute and think of one thought, or idea, or comment, from either the plenary or the breakout sessions today, that caught your attention.  - Jot down on an exit card.  - Ask 3 or 4 of you share this with the group. | Materials   * exit cards |
| Consolidate Debrief  10 min. |
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|  | Home Activity or Further Classroom Consolidation |  |